

McFall School Adds Two New Autism Classrooms

Students and teachers at McFall School recently moved into a newly completed classroom wing. These classes were formerly housed in portable classrooms that were placed earlier at McFall for a modernization project. The portables remained at McFall to accommodate growth in the preschool autism classes until a more permanent classroom unit could be built.

SJCOE has effectively planned to accommodate expected increases in students with autism. Nationwide, 1 in 150 students is now diagnosed with autism according to a recently published federal study by the Center



Waiting to be moved to the site



Bringing the new classroom to McFall

for Disease Control. Over the past five years, the autism classes at McFall have increased from 2 classes to 5 in response to the number of students diagnosed with autism and needing services within San Joaquin County Office of Education . SJCOE serves 11 school districts including Manteca, Tracy, Escalon, Linden, Ripon, Banta, Lammersville, Lincoln, Holt, New Jerusalem and Ripon. McFall serves students from ages 3 to 5.

The new wing consists of modular building technology that was partially constructed off site and transported to McFall. The modular sections of the building were

FROM OUR **SELPA** DIRECTOR

Sandee Kludt

As the year moves into spring the new growth we see in gardens and fields is also seen in our schools. I am very excited about the new facility at McFall School. The new classrooms will enhance delivery of the quality programs we provide for our students and help us meet the needs of our growing autistic student population.

I am very proud of the collaborative efforts between our SELPA and the Valley Mountain Regional Center that result in the Autism Forum each year. This year's program will look at the older students and adults with autism. Steve Lohrer, Ph.D., who directs the project out of Sonoma State to develop guidelines for effective interventions for working with autistic individuals, will talk about our efforts to examine research-based interventions for the guidelines project.

The participation of parents in trainings and in opportunities to share information and concerns is always an important goal at our SELPA. We are glad so many parents have attended the sessions presented this year by Bev Long. I am especially glad to see the increase of parents attending the Autism Connection meetings with the focus on informational presentations.

Legislation Day in Sacramento, sponsored by the SELPA Administrators of California, is coming up in May this year. Karen Bruns, our Community Advisory Committee chairperson, and I will attend. We hope to meet with our Assembly and Senate members to encourage them to support legislation to help SELPAs with districts experiencing declining enrollment and to end the practice of applying Cost of Living Adjustments (COLA) only to state funding for special education. This recent "cost-saving" measure results in a yearly loss of approximately 30% of our former COLA funds for special education. This is a loss we certainly cannot afford and are working to reverse.

In May, Karen and I will also be traveling to Washington D.C. as members of the Coalition for Adequate Funding. We will meet with California legislators, White House administration and Department of Education Staff are working on education legislation, focused on the need for increased funding for special education students. Both the House and the Senate have drafted education bills that could give as much as six to seven billion dollars to education in



Sandee Kludt, Ed.D.
***Assistant Superintendent / SELPA
Director***

the next budget year. We want to see a large part go to special education. Our federal funding has decreased in recent years and previous increases to meet the promise of fully funding 40% of the cost of special education made by the federal government in the 1970's have been reversed. We will also be discussing the reauthorization of No Child Left Behind (NCLB) to be sure any areas of conflict with the Individuals with Disabilities Education Act (IDEA) are addressed.

If you have a baby who was very small or sick at birth or a young child whose development worries you, a telephone call may put you in touch with someone who can answer your questions and help you get service for your child. Call your school district office or the San Joaquin Co SELPA at 209-468-4925 for more information.

If you are receiving duplicate copies or no longer wish to receive this publication, please contact Pam Abdollahzadeh at either (209) 468-5944 or pabdollahzadeh@sjcoe.net to have your name removed from our mailing list.

For questions about this publication please contact Kimberly Andreasen at either (209)468-9283 or at kandreasen@sjcoe.net

A Nonprofit Community Tutoring Success Story

“Give Every Child a Chance”

With the support of Dr. Sandee Kludt, SJCOE Assistant Superintendent of Special Education Services, and Rick Wentworth, SJCOE Superintendent of Schools - in 2002, Vincent Hernandez, Lead Psychologist, SELPA became a member of the Board of Directors for “Give Every Child A Chance, (GECAC).” Seeing the tremendous change in federal educational requirements, that is, No Child Left Behind and Individuals with Disabilities Education Improvement Act, I felt compelled to share the story of a community effort to support struggling students achieve higher standards in their educational performance.

In 1996, Antone Raymus, local philanthropist, and Bill Jones, retired Manteca High School Principal, had the foresight to initiate a series of meetings with local (Manteca) community leaders to discuss the forming of a program that would help

struggling “D” & “F” students. The Board of Directors was established and an application was made to form a 501(c) 3 nonprofit organization with the name Give Every Child A Chance (GECAC). In October 1997 GECAC became incorporated and established its first budget under \$80,000.

In January 1998, one-on-one tutoring sites within the boundaries of Manteca Unified School District (MUSD) were established at St. Paul’s Methodist Church (non-school) and Lincoln Elementary School serving 13 students with 3 tutors. In 1999 – 2000, the budget reached \$89,000 and GECAC added the Computer Assisted Instructional Tutoring (CAIT) program to operate during the summer at Lindbergh Adult School. In the very short time of two years, GECAC blossomed into thirteen



Give Every Child a Chance tutor supports learning

operating program sites serving 125 students annually with 50 volunteer tutors.

By 2003 – 2004, the first one-on-one site opened in Ripon, California with support of the Ripon Unified School District. With the expansion into a second school district, GECAC student numbers served soared to 873 annually with 200 volunteers. Marching on, GECAC added the After School Advantage Program (ASAP) at French Camp and Sequoia Schools. This program offers 3 hours of after school programs in physical education, homework assistance and enrichment activities Monday – Thursday. One hundred students at each site participate and are funded by a 21st Century grant. That same year, GECAC traveled to Washington, D.C. with San Joaquin Council of Governments and was granted \$500,000 in appropriated dollars.

In 2004 – 2005, GECAC’s budget grew to \$1,374,859 while providing service to 1,167 students with 300 volunteers. The trip to Washington, D.C. once again provided GECAC with \$300,000 in



Give Every Child a Chance tutor helps with math

Nurse Gayle Ubaldi Receives Award

Gayle Ubaldi, R.N., M.S.N., School Nurse at San Joaquin County Special Education Programs, was honored as the California School Nurses Organization's School Nurse of the Year for 2007. Ubaldi received the honor at the annual CSNO Conference awards luncheon on February 8, 2007 in Santa Clara. She was recognized, among other things, for her work to establish school nursing services in 11 districts in our county, for her work with families, community and staff, and for her education efforts in tobacco education and substance abuse. This award is highly comprehensive and competitive and we are very proud of Gayle Ubaldi for her accomplishment.



Gayle Ubaldi

CHOICES Conference, Mayor's Breakfast Educates and Honors Students

The WorkAbility I (WAI) staff is involved in many activities and committees throughout the community that help our program to build bonds between the many agencies and employers who do business in San Joaquin County and to promote community awareness of the abilities of people with disabilities. We have chosen to highlight two committees with upcoming events that WAI is actively involved in every year: the CHOICES committee and the Mayor's committee. CHOICES is a nonprofit educational organization with the goal of providing self advocacy education through training seminars and an annual conference. The target audience for CHOICES is persons with disabilities, families, professionals, volunteers, service providers, case management staff, and any other community member. WAI manager, Margaret St. George, is currently the CHOICES committee chairperson and Judy Casetta, WAI Job Developer/Job coach, is an active committee member. The San Joaquin SELPA donates the conference venue. This year's conference was held on April 20, 2007 at the San Joaquin County Office of Education — Education Service Center in Stockton. The keynote speakers were Jerry and Mary Newport. Jerry and Mary Newport told their story of how they have lived a fulfilling life despite both being diagnosed with Asperger's

Syndrome. The pre-conference speaker was Ed Anamizu, outpatient pharmacy manager at Kaiser Permanente in Stockton. He spoke on "Herbal Medications" and "Patient Safety and Adverse Reactions of Psychotropic Medications".

The Mayors' Breakfast has a two-fold mission. First, it hopes to recognize extraordinary, innovative and distinguished businesses and organizations who provide employment opportunities for people with disabilities. Secondly, it wants to recognize individuals with disabilities who have demonstrated a work ethic or are excelling in training. City mayors, government dignitaries, local businesses, honored employees, agencies, family, and friends participate to honor those business and employees who are receiving awards. WorkAbility I nominates students who have excelled at their training sites and employers who have provided exemplary training sites for our students. This year's Mayors' Breakfast will be held on May 3 at 7:30 a.m. at Seniors First, 224 South Sutter Street, Stockton. Please call Judy Robertson at 209-351-4178 for more information.

Each year the San Joaquin County Mayors' Committee and the CHOICES committee meet monthly, starting in September, to plan the annual Mayors'



CHOICES conference goes learn about self-advocacy

Breakfast and CHOICES Conference. Each committee has dedicated people representing numerous agencies in order to bring these events to fruition. We'd like to acknowledge all of the many agencies that provide hours of dedicated service to make the Mayor's breakfast and Choice's conference possible: Arc San Joaquin, Central Valley Training Center, Inc., Family Resource Network, Lodi Unified-SELPA, Stockton Unified-SELPA, DRAIL, Manteca CAPS, Person Centered Services, Inc., San Joaquin County Office of Education-SELPA, San Joaquin Delta College-DSPS, Self Advocacy Council VI, State Council on Developmental Disabilities-Area Board VI, Valley Mountain Regional Center, Employment Development Department, and Department of Rehabilitation.

Pending Legislative Update

The following bills are being closely monitored. The State SELPA organization currently has a SUPPORT position on all the following bills



AB 50, Soto, Nell Soto - Parent/Teacher Involvement Program

Existing law establishes the Nell Soto Parent/Teacher Involvement Program, pursuant to which the Superintendent of Public Instruction allocates grants to schools for the purpose of strengthening communication between schools and parents. The Superintendent, is required to develop a high school exit examination in English language arts and mathematics in accordance with state academic content standards. Each pupil is required to take the high school exit examination in grade 10 and is authorized to take the exit examination during each subsequent administration, until each section of the exit examination has been passed. This bill would expand the schoolsite staff eligible to participate in the home visits and community meetings under the Nell Soto Parent/Teacher Involvement Program. The Superintendent would be required to allocate to qualifying schools a grant of \$40,000.

AB 485, Solorio - Special education: nonpublic, nonsectarian schools and agencies: certification revocation.

Existing law authorizes a master contract for special education and related services provided by a nonpublic, nonsectarian school or agency only if the school or agency has been certified by the Superintendent of Public Instruction as meeting specified standards. Existing law authorizes the Superintendent to revoke or suspend the certification of a nonpublic, nonsectarian school or agency for any of specified reasons. This bill would prohibit a nonpublic, nonsectarian school or agency whose certification has been revoked, and certain other administrators and entities involved with the school or agency, from being eligible to apply for recertification for 2 years from the revocation date.

AB 835, Krekorian. - School districts: declining enrollment.

Existing law requires the county superintendent of schools to determine a revenue limit for each school district in the county for each fiscal year. This bill would require the revenue limit for county office of education-operated classes serving pupils who are individuals with exceptional needs and classes serving court and community day school pupils to be based on the greater of current fiscal year average daily attendance. Commencing on July 1, 2008, the revenue limit of each school district would be required to be calculated using the ADA of that district for the current fiscal year if the ADA of the district has increased since the prior fiscal year; the ADA for the prior fiscal year, if the district ADA has declined for the first time; or an average of the ADA if the district had declined for more than one year. In order to mitigate the effects of any declining enrollment each fiscal year the Superintendent is required to calculate allocations to SELPAs based on the ADA reported for each SELPA for the fiscal year in which the computation is made or the prior fiscal year, whichever is greater.

AB 850, Torrico - School finance: special education.

Existing law requires the Superintendent of Public Instruction each fiscal year to calculate the amount of funding for each special education local plan area (SELPA) and to calculate the statewide target amount per unit of average daily attendance for SELPAs. This bill would require the Superintendent, for the 2007-08 fiscal year, to reset the statewide target amount for the prior fiscal year to be the statewide weighted average of the amounts per unit of average daily attendance for each SELPA. The Superintendent would be required to determine that statewide target amount per unit of average daily attendance for SELPA's for the purpose of computing the inflation adjustment and growth. State funding for inflation and growth for special education would be required to be appropriated, commencing with the 2007-08 fiscal year, as a single item in the annual Budget and that funding would be required to be used first to fully fund the specified entitlement for growth funding. The Superintendent would be required to determine the increase in the statewide total amount of federal aid for special education. If the increase exceeds the cost of funding inflation

AB 1281, Soto - Charter schools.

The Charter Schools Act of 1992 permits teachers, parents, pupils, and community members to petition the governing board of a school district to approve a charter school to operate independently from the existing school district structure. The act prohibits a school district governing board from denying a petition for the establishment of a charter school unless it makes written factual findings setting forth specific facts to support one or more specified findings. The bill would require a description of how the charter school intends to serve pupils with disabilities, English learners, pupils achieving substantially above or below grade level, and other special pupil populations, and a description of the qualifications and planned professional development of school administrators and teachers who will serve those special pupil populations and information on how the school will meet increased expenses involved in serving special pupil. The act prohibits a local educational agency reviewing a petition for the establishment or renewal of a charter school to refuse to grant the petition solely because the charter might enroll pupils with disabilities who reside in a special education local plan area other than the one that includes the local educational agency reviewing the petition. This bill would require the petition to define and demonstrate that the petitioners have the ability and training to develop a special education program and the capacity to serve the needs of special education pupils.

Preschool Autism Classes Enjoy New Facility

McFall School began a modernization project two years ago that brought many welcome changes to the entire facility, according to Dorian Rice, Program Administrator for San Joaquin County Special Education Programs at McFall. One of the most welcome is the addition of a new classroom building to house two autism classes. Susan Navarette teaches one of the classes. Her preschool Special Day Class for students with autism currently serves eight preschool to Kindergarten children aged three to six years old. Each student has a visual schedule of the daily activities to guide him or her through the day. “The schedules are individualized to meet the students’ needs,” Navarette explained. “Some can use their schedules independently to guide their daily routine, and others still need more prompting.”

The daily program in Navarette’s class implements 3 hours of discrete trial teaching for the pre-school students and 4 hours for the full day students. Each day begins with circle time. “We start with songs the children choose from visual cards,” she said. “All the songs have finger play or other motor activities. By this time of year they are pretty familiar with the sequence of events in the songs and recognize the visuals and words for each song. This really helps the students who communicate with pictures. The new, larger classroom allows plenty of room for the stations used in discrete trial teaching as well as for play and eating areas.” One of the most valuable additions in the new room is the in-class restroom. “The restroom makes toileting and diapering much more convenient,” Navarette said. “It also aids potty-training and teaching self help skills such as dressing and hand-washing.”

In addition to other classroom activities, Navarette explained that the students go to the Occupational Therapy Room three times weekly for special activities. The collaboration and teamwork at McFall is very evident. “The room is set up by the Occupational Therapist and the Language, Speech and Hearing



Check the schedule for what comes next.



Teacher Jessica helps Riley learn to write.



Valerie Learns to identify parts of the face.

Preschool Autism Classes *continued from page 6*

Specialist for activities that reinforce our students' language and develop their gross motor skills. When they return to the classroom after these activities we find them more readily available for classroom work."

Connected to Susan Navarette's classroom is a second classroom for autistic students. This class, taught by Jessica Gutierrez, is designed to help students who are moving away from the need for discrete trial teaching and has more emphasis on play-based instruction (PBI). It provides a transition to small and large group instruction. "Play-based instruction is supported by research," Gutierrez said. "Because children with autism tend to have difficulty with communication and social skills, PBI is very beneficial to them. The new classroom has room to set up for different styles of instruction. There is room for a larger in-class play area where so much learning takes place. The in-room restroom also helps children become independent in toileting."

Gutierrez explained, "The key to our success with PBI for this group of children is that they are able to learn incidentally. In this class there is more opportunity for peer interaction. Social skills are taught through naturally occurring activities. It also helps the students who mainstream in Head Start here at McFall. Now that they can learn in this classroom setting their transition to district programs is much smoother."

Both Susan Navarette and Jessica Gutierrez are very happy to be in the new building and find much to commend it. "It helps to have our classes side by side," Gutierrez said. "We can easily integrate students from one room to the other as their needs change. It's also possible to share staff as needed for activities. Tisa Lopez-Jewart, Behavior Specialist, will have an office in the new facility. She commented on the new classrooms, "The roomy classrooms have had a positive effect on the children's behavior. With more room for activities they are able to stay busy and engaged. It will also help me assist staff implement IEPs in a more timely and efficient way and support teachers as needed."



Emma knows her shapes.



Derek likes to shop in the play area.



We salute the flag.

Community Advisory Committee Brings Parent Training

The San Joaquin Community Advisory Committee (CAC) meets monthly at the San Joaquin County Office of Education. The CAC's mandate is to advise San Joaquin SELPA about issues which affect children in special education. The committee consists of board appointed parent representatives from each of the San Joaquin SELPA's districts, agencies who provide services to families and children, special education directors and others interested in the education of children.

The CAC offers monthly trainings on topics of interests to parents, agencies and others interested and involved in the education of children and especially children with special needs. Meeting participants are given an annual survey to suggest and select topics of interest for the upcoming year.

During the 06/07 year, the CAC collaborated with the Diagnostic Center of Central California to bring Bev Long, a highly regarded presenter, to the San Joaquin County Office of Education. Bev has presented 7 trainings on the sensory and communication needs of

children with autism. Her next and final presentation is on April 24, 2007, from 9:00 a.m. to 12:00 p.m. at the Education Service Center, 2707 Transworld Dr. in Stockton. The presentation topic is "A Parent's Guide to Writing and Implementing Carol Gray's Social Stories." The CAC has also collaborated with Merrill Lynch's Frank Quacinella and Attorney Mark Drobny to present a workshop on legal issues and financial planning and offered a training on the new IDEA's regulations. All of the trainings this year have been well attended and have received rave reviews.

We are fortunate to have many involved parents, agencies and community members who participate in the monthly meetings and trainings. Everyone is invited to attend the CAC's annual appreciation dinner on Wednesday, May 16, 2007. It will be held at the Education Service Center at 2707 Transworld Dr.



Bev Long

in Stockton from 5:30 p.m. to 8:30 p.m. Bring the kids! This will be a kid friendly event! There will be an artist, face painting and musical entertainment.

Please RSVP to Sharon Gaines at 209-468-4908 if you would like to attend. If you would like to become involved in the San Joaquin SELPA's CAC, please contact Margaret St. George at either mstgeorge@sjcoe.net 209-468-4908.

Give Every Child a Chance *continued from page 3*

serving an additional 450 students annually and increasing program sites from 23 to 28.

In 2005-2006, GECAC was recognized by the Association of California School Administrators (ACSA) as the "State of California Outstanding Partner in Educational Excellence" award recipient and received the "Best of Manteca" award in the Youth Organization category. Currently, Give Every Child A Chance has 30 program sites serving over 2,000 students. They were also recognized with the "Action on Behalf of Children" award as the "Best Non-Profit Youth Organization" in San Joaquin County. Once again in expansion mode but not at the expense of quality of service, GECAC will be opening an additional ASAP site at Shasta Elementary School through Proposition 49 funds and serving 100 additional students.

For further information regarding GECAC programs – One on One Tutoring, Homework Assistance Program, Computer Assisted Instructional Training Summer Program, Summer Drop In Program, Reading to the 2nd Power, and After School Advantage Program or programs under development – Technology Outreach Program and Job Shadow/Mentoring, please contact Chuck Crutchfield at 823-6222.

Social Thinking Programs Promoted at Workshop

The Nuts and Bolts of Starting Social Thinking Programs workshop by Stephanie Madrigal was presented at the San Joaquin County SELPA on March 15, 2007. Stephanie works closely with Michelle Garcia-Winner at her Center for Social Thinking. This speaker encouraged speech and language therapists to begin a social skills group during lunch hours on school campuses that can be called the "lunch bunch." This lunch group should be used to foster social skills development for students who are less socially capable than their peers.

Stephanie encouraged therapists to also start a parent group that can meet one time monthly and explore with families how to extend social learning into the home and set goals with parents for home social interactions. One of the challenges that these students, who are in full inclusion programs, encounter on a school campus, is the academic and social curriculum. Students with social skills challenges must learn to keep up with both types of curriculum during a school day and they experience extra stressors as a result of this double

demand placed on them. Mrs. Madrigal discussed the steps of getting started with group lessons. According to her, the four steps of communication for these lunch bunch groups include: perspective taking, physical presence, and thinking with your eyes. When teaching the lunch bunch students, it is important to emphasize the following areas: being part of a group means negotiating, giving up your own personal agenda, listening to and or playing with others, remembering about them, talking about someone else's topic or playing someone else's game and taking turns. Videotaping on groups has been shown to be an excellent way to explore social skill deficits and to assist these students with techniques to improve in these areas. Make sure to match the levels of functioning of the students and introduce concepts visually with pre teaching, explaining why the concept is important and teaching the concepts in concrete ways. The importance of commenting in a conversation was emphasized and teaching visual bridging techniques were also demonstrated. A final technique of using a Conversation Tree was demonstrated and practiced during this



Stephanie Madrigal & Wendy Frush

workshop. When using a Conversation Tree students can see when they are making irrelevant conversational or nonverbal errors. These techniques can prove invaluable when working with students who demonstrate social skill deficits.

This Nuts and Bolts of Social Thinking Programs Workshop provided ideas for basic intervention techniques, and also included evaluation procedures to facilitate therapists working with social skills deficits.

Legislative Update *continued from Page 5*

SB 377, Aanestad - Schools: certificated employees.

Existing law requires governing boards of school districts to employ persons in public school service requiring certification qualifications pursuant to other requirements. This bill would permit the governing board of a school district to contract with or employ a person who holds a license issued by the Speech-Language Pathology and Audiology Board, and would recognize that license as equivalent to a speech-language pathology services credential issued by the Commission on Teacher Credentialing, without meeting any other requirements generally required to obtain a that credential. A person employed based on that license would be authorized to provide speech-language pathology services only in accordance with the related services provisions for speech-language pathology of the federal Individuals with Disabilities Education Act and the policies of the Commission on Teacher Credentialing

SB 527, as introduced, Steinberg. Autism spectrum disorders: screening.

This bill would require the State Department of Developmental Services, no later than January 1, 2009, to implement its guidelines for the screening and diagnosis of autistic spectrum disorders for children enrolled in the Early Start program. This bill would require any physician who treats patients who are children to routinely evaluate any patient who is 5 years of age or younger for behaviors resembling those identified as autism spectrum disorders, and to provide parents and legal guardians with certain information relating to cognitive impairments, including, autistic spectrum disorders, and local regional centers or other organizations that provide screening and related services for children with autistic spectrum disorders.

San Joaquin County SELPA - What We Provide

The San Joaquin County **Special Education Local Plan Area (SELPA)** is made up of 11 school districts and county operated programs for Special Education. These districts are Banta Elementary School District; Escalon Unified School District; Holt Union Elementary School District; Jefferson Elementary School District; Lammersville Elementary School District; Lincoln Unified School District; Linden Unified School District; Manteca Unified School District; New Jerusalem Elementary School District; Ripon Unified School District; Tracy Unified School District and County Programs. Support is provided to these districts upon request and may include consultation and/or direct service. An important function of the SELPA is to act as an interagency liaison and bridge between community resources and student needs.

San Joaquin SELPA, one of three in San Joaquin County, has been in operation providing support since 1981. There are currently close to 7,000 students with identified special education needs within the SELPA region, ranging in age from birth to 22. Staff and services available include but are not limited to the following:

Program/Educational Specialists may be requested to consult with teachers/administrators on individual students providing technical assistance regarding Individualized Education Program (IEP) or Individual Transition Plan (ITP) development; behavioral interventions; curricular resources and program recommendations. Networking and staff development are major components and are provided at the District, SELPA, and Regional levels.

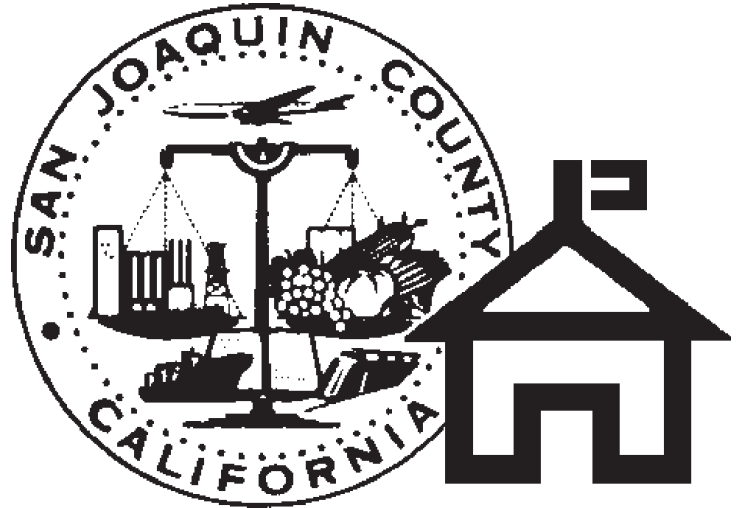
Psychologists consult regarding special education issues and Student Study Team functions in small districts and court schools. They provide assessment and follow-up recommendations, for students referred for special education services in county programs, court schools, and small districts. The Psychologists may furnish counseling to students with special education needs in the county special education programs and small districts.

Career Vocational Staff provide consultation to school site staff in areas of vocational screening, career exploration, life skills curriculum, and community based instruction. Information on local resources such as public transportation, the Department of Rehabilitation, Social Security Administration, Private Industry Council and Valley Mountain Regional Center is also available. Job training and coaching to assist with the transition to independent employment is provided to students, when appropriate, through the Limited Work Internship and WorkAbility I Grants.

MIS (Management Information System) is the computerized system that tracks all special education students and services in the consortium. The MIS provides mandated information for state and federal reports generated from the districts.

How To Access

If you need assistance regarding services, consult your District Special Education Administrator. If you have a baby who was very small or sick at birth or a young child whose development worries you, a telephone call may put you in contact with someone who can answer your questions and help you get services for your child. If you need assistance regarding services, consult your District Special Education Administrator or the SELPA office at (209) 468-4925.



Success *continued from the front page*

lowered onto a foundation and the remaining classroom construction completed on site. The new wing includes two spacious classrooms, 2 student restrooms, office and meeting room space for the Autism Specialist and teachers, kitchenette, and an adult restroom.

Architect: Booker Gery
Total Square Footage: 2280
Building Manufacturer: Design Building Systems

Total Cost:
Building : \$ 581, 953
Sitework: \$ 249, 230
Total: \$ 831, 183

Funding Source:
State School Facility Program – Proposition 55



The new section settles on the foundation

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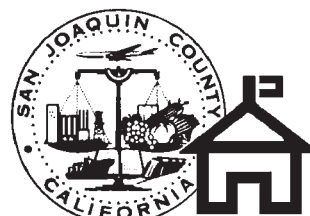
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